DOCUMENT RESUME

ED 227 300 CE 035 333

AUTHOR Rice, Eric; Hughes, James H.
TITLE Controlling Instructional Settings. Instructor Training Module #8.
INSTITUTION Conserva, Inc., Raleigh, N.C.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE 82
CONTRACT 300-80-0937
NOTE 27p.; For related documents, see CE 035 315-335.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Apprenticeships; *Behavior Problems; Behavior Standards; *Classroom Techniques; *Discipline; *Discipline Problems; Inservice Teacher Education; Postsecondary Education; Student Teacher Relationship

ABSTRACT

Part of a series of instructor training modules on related subjects instruction for apprentices, this booklet deals with controlling instructional settings. The first chapter consists of an outline of the scope and content of the instructor training modules as well as a self-assessment pretest. Covered in the module are establishing and explaining expectations and rules for behavior, maintaining control in an atmosphere that is conducive to learning, and handling disruptive behavior and conflict actively and appropriately. Each chapter contains an introduction and objectives, a discussion of when and why to use the particular skill under discussion, guidelines for using the skill, an example, additional information, and self-test exercises. Appended to the booklet are answers to self-test exercises, a posttest, and answers to the posttest. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED227300

CONTROLLING INSTRUCTIONAL SETTINGS

Instructor Training Module #8

Eric Rice
James H. Hughes

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

1982
Conserva, Inc.
Raleigh, North Carolina

CE 035 333

Contract No. 300800937

Department of Education
Office of Vocational and Adult Education

DISCRIMINATION PROHIBITED—*no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.*

The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Department of Education, and no official endorsement by the Department of Education should be inferred.

Table of Contents

Glossary v

1. How To Use This Booklet

What is the Series About? 1
What is this Booklet About? 1
What Must I Do to Complete My Work in this Booklet? 1
How Much Do I Know About the Subject Before I Begin? 2

2. Skill: Establish and Explain Expectations and Rules for Behavior and Maintain Control in an Atmosphere Conducive to Learning

Introduction and Objectives 3
When and Why to Use this Skill 3
How to Use the Skill 3
Example 8
Additional Information 8
Self-Test Exercises 8

3. Skill: Handle Disruptive Behavior and Conflict Actively and Appropriately

Introduction and Objectives 10
When and Why to Use the Skill 10
How to Use the Skill 10
Example 16
Additional Information 16
Self-Test Exercises 17

4. Appendix

Answers to Self-Text Excercises 19
Posttest 20
Answers to Posttest 22

Glossary

The words on this list are used in this booklet. Please review the terms and learn the definitions. The meanings of the words as used in the text may not be the form of the word with which you are familiar.

Words/Terms

1. *Authoritative* With appropriate power to influence
2. *Behavior* The manner of conducting oneself
3. *Behavior contracting* Formal or informal, written or verbal, agreements involving two or more persons containing specific components and designed to improve an apprentice's academic or social behavior
4. *Class meetings* A preventive approach to behavior management which emphasizes trainee involvement in the related subjects' instructional program. There are three types of class meetings: social-problem-solving, open-ended, and educational-diagnostic
5. *Distract* To turn aside or draw one's attention away from
6. *Equitable* Free from bias or advantage in any one direction
7. *Expectation* Some anticipated behavior or happening; instructor expectation regarding trainee behavior may be high or low; whichever, influences trainee behavior
8. *Hurdle help* A technique designed to reduce potential behavior management problems by providing on-the-spot assistance to a trainee who is becoming tense and frustrated with a task
9. *Inappropriate* Something that is not suitable or fitting
10. *Infraction* A violation or infringement of a rule
11. *Legitimate* In accord with acceptable practice
12. *Model* The instructor uses his or her behavior, attitude, and actions to provide the trainees an example or standard to emulate
13. *Permitted Release* Allowing an intensely frustrated or tense trainee an opportunity to relax or cool off through indirect methods, e.g., running an errand
14. *Probability* The chance that some given event will happen
15. *Proximity control* Physical presence of the instructor increases probability of on-task trainee behavior
16. *Scenario* An outline or account of a proposed course of action or events
17. *Signal interference* A way of "catching" a trainee about to go off-task, e.g., by raising a finger, that causes the individual to stop and think before acting
18. *Transition* Change or movement from one activity to another. Transition periods are normally associated with higher probability for behavior problems to occur

1. How To Use This Booklet

What Is The Series About?

Related subjects instruction is an essential part of every apprenticeship program. It is the program component through which apprentices are taught the background theory and range of applications of associated technical subjects such as mathematics, science and safety. Related instruction usually takes place in a classroom, after the regular work day is over. Most frequently related instruction is taught by a skilled tradesperson or craftworker. For the tradesperson or craftworker to be an effective trainer, he or she must not only know their trade skill, but also they must use teaching skills appropriate for conveying that information to apprentices. This series of materials is written to train related subjects instructors in the critical teaching skills necessary to perform their jobs effectively. The titles of the booklets in the series are:

1. *Introduction to Related Subjects Instruction and Instructor Training Materials*
2. *Planning the Apprenticeship Program*
3. *Planning Related Subjects Instruction*
4. *Developing Instructional Materials for Apprentices*
5. *Presenting Information to Apprentices*
6. *Directing Learning Activities for Instruction*
7. *Providing for Individual Learner Needs*
8. *Controlling Instructional Settings*
9. *Evaluating Apprentice Performance*
10. *Communicating With Apprentices*

The first booklet introduces the series, describes the content of each booklet, and provides an overview of apprenticeship and of adult learners. The second booklet describes how to plan an apprenticeship program and may be used by related instructors, sponsors or service agencies. Each of the other eight booklets deals with a set of training skills judged by a panel of experts in apprenticeship to be critical to working effectively as a related subjects instructor.

What Is This Booklet About?

In your experience as a related instructor, journeyman or apprentice, how many times can you recall a related subjects class being disrupted? Perhaps the disruption occurred because an apprentice did not know or did not follow the rules. Perhaps the disruption occurred because an outside-of-class argument between two apprentices carried over into the classroom. Whatever the cause, the results of class disruption are loss of valuable class time and decreased learning efficiency.

The materials in this booklet are about preventing and dealing with classroom disruptions. The idea is that, as an instructor, you can encourage effective learning by managing apprentice behavior, directing activity, and orchestrating discussion. These actions on your part establish continuity of activity and clear expectations for apprentice behavior.

This booklet is about two of the most important skills you will use to control instructional settings. The skills are to:

1. Establish and explain expectations and rules for behavior and maintain control in an atmosphere conducive to learning; and
2. Handle disruptive behavior and conflict actively and appropriately.

What Must I Do To Complete My Work On This Booklet?

Working your way through this booklet will require you to read the text, to answer the questions, to perform the exercises, and to complete the pre- and post-assessment instruments. Expect to spend about two hours working through the materials. The only resources you need to complete your work in this booklet are (1) a copy of the booklet; (2) a pencil or pen; (3) about two hours of time; and (4) recollection of past related instruction experiences.

The materials are written in a self-instructional, programmed format. You may work through the text, examples and questions at your own pace and leisure; you need not complete your work in the booklet in one sitting.

Each chapter in the booklet is devoted to a single skill. The general format of the chapters is similar, with the following parts:

1. An *introduction* describing the skill and the instructional objectives for that skill.
2. *What* is, *when* and *why* to use the skill.
3. *Step-by-step directions* for how to perform the skill.
4. An *example* of how the skill is used in related instruction.
5. A *self-test* exercise to apply the information about the skill.
6. Additional *sources of information.*

Each booklet concludes with an appendix that contains the answers to the self-test exercises from each chapter and the posttest.

Your activities in working through this booklet should include, in order, the following things:

- Complete the self-assessment in the next section;
- Read and consider in detail the introduction and objectives for each skill;
- Read and study the text, examples and illustrations provided for each skill;
- Complete the self-test exercises for each chapter and compare your answers with those provide in the appendix;
- If you complete the exercises as directed, continue your work in the booklet. If you fail to answer the questions correctly, repeat your work in the chapter under consideration; and
- At the conclusion of the booklet, complete the post-test for the unit. Check your answers against those provided. If you exceed the criteria, continue your work in the next booklet; if you fail to demonstrate mastery, repeat portions of this booklet as needed

How Much Do I Know About The Subject Before I Begin?

The self-assessment will assist you to focus on competency areas associated with controlling classroom settings. Read each statement and decide how you assess your level of knowledge about and your level of skill in performing that task. Knowledge means what you know about the subject while skill means your experience in successfully performing the task. Circle the number that best describes your level of knowledge and skill. Competencies where your ratings are poor or fair are those that you should concentrate on. Pay particular attention to the chapters which deal with those competencies.

Figure 1. Self-Assessment

Chapter in Booklet	Competencies		Rating			
			Poor	Fair	Good	Excellent
2. SKILL: Establish and explain expectations and rules for behavior and maintain control in atmosphere conductive to learning	1. Establish rules and expectations for behavior in the instructional setting.	Knowledge	1	2	3	4
		Skill	1	2	3	4
	2. Develop and present a reasonable list of behavioral expectations and rules.	Knowledge	1	2	3	4
		Skill	1	2	3	4
	3. Create a productive learning routine.	Knowledge	1	2	3	4
		Skill	1	2	3	4
	4. Establish a forum for expression of feelings.	Knowledge	1	2	3	4
		Skill	1	2	3	4
3. SKILL: Handle disruptive behavior and conflict actively and appropriately	5. Control defiant learner behavior.	Knowledge	1	2	3	4
		Skill	1	2	3	4
	6. Establish a procedure for dismissal of apprentices.	Knowledge	1	2	3	4
		Skill	1	2	3	4
	7. Identify and use a variety of responses for dealing with inappropriate behavior.	Knowledge	1	2	3	4
		Skill	1	2	3	4

2. Skill: Establish And Explain Expectations And Rules For Behavior And Maintain Control In An Atmosphere Conducive to Learning

Introduction And Objectives

In order for apprentices to learn effectively in the related subjects program, you as the instructor must establish and explain expected and required standards for behavior. Further, you must enforce and reinforce behavior in a way that creates and maintains an environment that supports learning. Acceptable and predictable behavior by apprentices is basic to their success on the job; it is an appropriate concern in related subjects. However, establishing and maintaining successful learning environments is not a simple or quick process, not even when the learners are adults who are learning materials that are critical to their job success.

Your success in establishing effective apprentice behavior depends on your knowledge of good management strategies and your ability to employ these tactics at appropriate times. This chapter is about useful management strategies. When you complete your work in the chapter, you will demonstrate your competence in this skill by being able to:

1. Suggest steps or procedures useful to establishing and maintaining an atmosphere conducive to learning;
2. Distinguish between procedures and situations that are effective and ineffective as ways to establish and maintain control in an atmosphere conducive to learning; and
3. Suggest appropriate remedies for controlling situations in the related subjects experience.

When And Why To Use This Skill

There are great differences among apprentices in any given related subjects instruction class. Individual apprentices differ in terms of value systems, customs, traditions, backgrounds, existing knowledge, familiarity with work, and success in learning related activities. As a result, you as the instructor *must expect* that the apprentices in your charge will hold widely differing opinions about what constitutes appropriate behavior in related subjects settings. Further, you *must not assume* that, either because they are adults or beecause they are engaged in a voluntary training process that is designed to teach the job skills and knowledges necessary for success in a choosen occupation, apprentices will behave alike or will behave intuitively in the ways that you desire. Instead, you must establish the rules and set the expectations for their behavior. Further, remember that for many trainees, apprenticeship is their first real work experience. Your rules and expectations should approximate behavioral requirements on the job. In some instances your class will be the first time that some of these ideas will be explained to apprentices in plain English.

You must establish and explain your rules and expectations to apprentices at the outset of the related subjects experience. Also, you must repeat the rules, reinforce appropriate behavior and correct inappropriate behavior throughout the related subjects experience. This is especially important as new apprentices enter your class or as inappropriate behavior occurs. Remember that inappropriate behavior does injury to the entire group by distracting apprentices from their assigned tasks and by detracting from the respect and authority apprentices hold for you as their instructor.

How To Use The Skill

Establishing and explaining standards for behavior and maintaining control in a positive leasing atmosphere is simplified by following a set of procedures or steps as outlined in the following discussion. Remember, you are concerned with behavior because you want to optimize appropriate learning and because you want to instill and reinforce appropriate work attitudes and values.

Step 1: Determine the Type and Limits of Behavior You Desire

Decide on the type and limits of behavior that you want and will allow in related instruction. Your work experience, your previous related subjects experience, your understanding of the type of setting in which learning can occur, and suggestions or requirements offered by the sponsor

and by apprentice trainees will help you to decide on the types of apprentice behavior you want to encourage as well as things you will not permit. Attend especially to work attitudes that can be emphasized in the related subjects experience. For example, you may want to establish a rule that encourages punctuality such as: "Apprentices will be at their appropriate place in class within one minute of the scheduled time." Likewise you may want to encourage apprentices to spend a certain amount of time on task before taking a break. You could do this by establishing the expectation that each apprentice will work on his/her learning assignment in forty-five minute segments without interruption or break before stopping. You also may wish to attend to other occurrences on the job, such as resolution of conflict, following directions and talking with a supervisor. Any item that has to do with stability on the job or in related subjects instruction is a legitimate concern. Work through the following list of concerns as you think about rules and behaviors. Consider each item in the context of the statement: What do I want typical apprentice behavior to be in regard to:

a. anger;
b. movement;
c. dress;
d. speaking;
e. conflict;
f. situations where no rule exists;
g. property;
h. response to my directions;
i. time use; and
j. equipment use?

While this is not a complete or exclusive list, it should help you with your thinking.

In establishing expectations, it is important to remember that our expectations often become "self-fulfulling prophecies". Instructor expectations of student behavior influence that behavior, as well as instructors' perceptions and interpretations of it. For this reason, it is important to develop high expectations.

Your expectations for student behavior in the related instruction setting should be equivalent to the highest standards acceptable to business and industry. Setting high expectations can be a motivational factor. It communicates a sense of trust, a feeling on the part of you the instructor that apprentices are adults and are expected to act with an adult's levels of social maturity.

To be sure, you cannot "fake" your expectations. You may state your expectations as high, but if they are actually low it won't take long for your apprentice trainees to pick this up. Generally, low expectations are related to lack of trust. Examine your expectations carefully and be sure they are consistent with your real feelings and beliefs. Be ready to reevaluate your expectations if they appear to be too low.

Step 2: Write Out Rules

Write out the specific types and limits of behavior that you want to encourage or prevent as a set of rules for the related subjects experience. By comitting the ideas to writing, you establish a set of rules that are easily given to and remembered by apprentices. As you write the items, keep in mind several general suggestions that will help you in your overall instructional effort.

a. Establish rules *only* for the *main points* of concern. Avoid relatively less important or unimportant behavior in order to emphasize the things that are truly critical.
b. Keep the number of rules to a minimum. This will help you in your efforts to emphasize certain items. This also will keep the number of items to discuss and enforce to a manageable number and will not convey an image of being overly rule conscious. A good rule-of-thumb is to develop no more than 5 to 9 rules; more than a dozen may be excessive.
c. Avoid stating rules in negative terms; rather, where possible, state the rule in a form that illustrates an example of appropriate behavior. Too often rules stated entirely in negative terms tend to focus attention only on the inappropriate behavior rather than the actual behaviors that are desired.

These suggestions are easy to apply. For example, the following pairs of rules illustrate restatement of rules in positive language that indicates the appropriate behavior.

Negative: Don't blame someone else for your mistakes.
Positive: Accept responsibility for your own mistakes.

Negative: Do not be late in completing assignment work.
Positive: Finish and turn-in assigned work on time.

Step 3: Compile and Present the Rules List

After writing out the rules for behavior, compile the items into a list that you can post and distribute to each apprentice. Discuss the list with all apprentices early in the related subjects experience. Also, where appropriate, include some of the rules in the performance objectives for the related subjects instructional term.

You will find that by presenting the information when instruction begins, you can be certain that everyone is aware of the rules from the beginning. Further, by present-

ing the rules and expectations at the outset of the related subjects experience you demonstrate two very important things to the apprentices in your charge: (a) you demonstrate that you are prepared and organized for the training experience and (b) you establish a measure of control and authority.

Distributing a copy of the list to each apprentice permits quick reference to the rules at future dates. It also will help you to indoctrinate new apprentices into related instruction both through reference to the list and because apprentices already in related subjects will be thoroughly familiar with the rules. You should refer to the list of rules from time to time throughout the related subjects experience, not just when someone behaves inappropriately.

Figure 2 illustrates a sample set of rules that are used in some related instruction programs. Note the emphasis on a limited number of items as well as language that states the rule in a positive manner.

Figure 2. Sample Set of Rules

1. Organize your work before beginning each day to make the best use of time.
2. Complete your work on time, despite difficulties, even if it means working overtime or trying several different approaches to get a job done.
3. Accept responsibility for your own mistakes.
4. Demonstrate self-control in stressful situations.
5. Come to work (class) on time and work without interruption.
6. Follow directions from your supervisor willingly.
7. Ask questions when you do not know or do not understand something.

Step 4: Enforce Rules in Consistent, Equitable Manner

Provide fair, consistent and equitable treatment of apprentices in your charge. This may be the single most important thing you can do as an apprentice instructor because it establishes the legitimacy of your rules and your authority. The process is fairly simple if:

a. you have developed your rules carefully so that you note and emphasize the most critical behaviors;
b. you focus your enforcement only on those written rules;
c. you respond to infractions by every apprentice in a consistent manner; and
d. you do not hold apprentices responsible for things they have not been told.

By conducting yourself in this way, you will be perceived as behaving in a fair and equitable fashion. Remember that apprentices, or any group of persons in a position of less authority, are keenly aware of even slight variations in treatment of individuals in their group. Perhaps even more important, if the rules are consistently stated and enforced, then apprentices will come to realize that any difficulties that they experience in related instruction because of rule infractions result from their having earned the consequences of their own behavior rather than having suffered an arbitrary decision by an instructor. The idea that one earns the rewards of his or her actions is fundamental to developing pride in one's craft.

Here are a few rules of thumb to keep in mind for obtaining compliance with the rules and enforcing behavioral expectations.

1. Be positive and constructive in reprimanding a trainee for not following a rule. Make sure you state what it is you want the trainee to stop doing *and* indicate what you want the trainee to do.
2. Consider using a variety of consequences for behavior (rewards and punishments), but include only those you are comfortable with.
3. Intervene quickly and consistently.
4. Make sure that the punishment fits the crime and the reward the accomplishment.
5. Be willing to compromise, particularly when actions on your part may have contributed to the problem.
6. Continually evaluate your rules, expectations and management techniques and make changes when necessary.

Step 5: Establish Productive Work Routine

Organize your related studies instruction program so that you establish a predictable and productive work routine. This means that you work and require apprentices to work. Also, it means that you make smooth transitions between activities, demonstrations, lessons and other activities. Continuity and establishing expectations that the related subjects instructional time period will be used in active and constructive ways are the keys. You can establish and maintain continuity in a number of ways.* For example, if you are working with a group of apprentices and need to shift activities, announce your plans and intentions well in

*Methods of establishing and maintaining continuity are discussed more completely in Directing Learning Activities for Instruction, Module #6 of this series.

advance of the actual change. Another technique you might consider involves posting a schedule of activities for class meetings, by week, by month or by term. Also, avoid situations or activities that are disruptive to productive learning and that tend to interfere with an established routine. The situations to avoid include:

a. losing sight of the main points you wanted to make and getting side-tracked,
b. interrupting successful learning with irrelevant comments,
c. leaving a subject of interest or importance dangling while attending to other matters, and
d. flip-flopping ideas by leaving the current learning situation to return to a learning situation that supposedly had been completed.

Other factors that you must consider in making smooth transitions include avoiding fragmentation and boredom and injecting variety into the related subjects experience.

The establishment of a productive routine has a number of advantages. It makes your performance easier while, at the same time, it increases the probability of apprentice learning. It also helps you to earn the respect of the apprentices in your charge by demonstrating that you have done your background work to prepare for the class; it conveys the sense that you consider related subjects instruction to be important and that you expect them to do so, too.

Step 6: Establish a Forum for Expressions of Concern and Feelings

Just because the learners involved in apprenticeship are adults, do not ignore the legitimate need trainees may have for expressing their feelings and concerns about the related subjects experience. If there is a legitimate complaint or concern, you need to know about it. This does not mean that you should encourage regular complaints or should give more attention to the way trainees feel about learning rather than to what they are learning. However, it does mean that you should establish some regular, uncomplicated procedure through which apprentices can respond to related instruction and apprenticeship in general. Some techniques that serve this purpose include: regular individual conferences in conjunction with evaluation; a twenty to thirty minute class meeting that is especially structured for this purpose; and just being available before or after related subjects meetings on a regular basis so apprentices can seek you out.

Whatever technique you choose, remember these four rules. First, make apprentices aware of the opportunity, even if no one uses it. Second, if and when someone voices a complaint, be sure that you deal with that complaint, but at the appropriate time. Your feelings about the apprentice's concern must not affect your interaction with the apprentice who expressed the concern. Third, do not necessarily accept as valid a concern voiced by only one apprentice; if you do not agree with the perception shared by the apprentice, gather other opinions. Fourth, if the opinion shared with you by the apprentice is valid, work to resolve the concern or complaint.

The three suggested techniques which you can employ to deal with trainees' concerns and feelings are individual evaluation conferences, class meetings, and informal communication or counseling. Two of these techniques, conferences and counseling, have been described in detail elsewhere in this module series. Class meetings will be described here so that you can use this strategy in your program. The major purpose of class meetings is to get the trainee involved in the related subjects' instructional program. From the standpoint of behavior management, it is a sound preventative approach. Involvement leads to commitment, which is a key component of motivation. Motivated students rarely present behavior management problems in the classroom. There are three types of classroom meetings which will be described: (1) social-problem-solving; (2) open-ended; and (3) educational- diagnostic.

Social-Problem-Solving Meeting

The primary concern of the social-problem-solving meeting is the social behavior of the trainees in the program. In this meeting, attempts are made to solve the individual and group educational problems of the class. You might think that this is a little "micky-mouse" for your trainees who, after all, are adults. This is not so. Especially not so if you remember to keep your expectations reasonably high, and provide through class meetings the opportunity for *real* involvement. As adults, your trainees will appreciate the responsibility you give them for their learning and behavior. The extent to which people feel they have control of their own destiny the better achievers they are. Your group of trainees may have a number of social behavior problems, some of which may call for discipline, and some not. The social-problem-solving meeting can help trainees learn better ways. Further, this shared, group approach to problem solving can help your trainees develop problem-solving skills which they can use, and probably will use, on the job both now and in the future. Types of problems which may be discussed in these meetings include tardiness, absenteeism, failure to complete assignments, distractions and disruptions during class time, care of equipment and instructional materials, trainee interpersonal relationships and problems on-the-job.

The process of social-problem-solving meetings should move from exposure and discussion of the problem to development and agreement on a solution and commitment to action. In the social-problem-solving meeting, the instructor's role is to guide the groups' discussion, making sure the group focuses on the problem. At the same time, you should not make judgments. You must encourage the apprentices to:

1. define and discuss the problem or problem behavior,
2. examine and make a value judgment about what they're doing about it,
3. determine what they could do that would be better—that is, come up with a plan, and
4. get a commitment from the group to carry out the plan or solution.

Open Ended Meeting

In the open-ended meeting, trainees may discuss questions related to the curriculum of the related instruction program. This differs from ordinary class discussion in that you are not looking for factual information, but your intent is to stimulate the trainees to think and to relate what they know to the subject being discussed. The major purpose of this type of meeting is to increase the trainee's perceived relevance of the related subjects instruction. The more relevant the curriculum seems to be, the more involved the trainees will become in it. Involvement and perceived relevance increase motivation which reduces behavior management problems. This is why class meetings such as the open-ended type are a major preventative approach in behavior management.

The initial question used to start an open-ended meeting may come from you the instructor or the trainees. It is important that the initial question be a good one, one that will stimulate thinking on the part of the trainees. It should provide for the development of a discussion through follow-up and associated questions. Generally, the more specific questions stimulate the most discussion. Here are two examples:

1. What kinds of things do you do to initiate and maintain a good relationship with your immediate supervisor?
2. What do you think the job requirements are going to be for a person in your occupation five years from now; how much education would you need; what skills or knowledge would you need to have that would be new; what skills would you no longer have to have and; will machines be doing some of the work you do now?

You may find it difficult at first conducting open-ended class meetings, and so will your trainees. Don't be surprised and don't give up. Because our education and training programs have emphasized factual learning over thinking, your trainees may need some time before they can begin to think easily in such an open-ended manner.

Educational-Diagnostic Meeting

The third type of classroom meeting, the educational-diagnostic, is always directly related to what the trainees are studying. It provides a way that you the instructor can get a quick evaluation of whether or not your teaching has been effective. These meetings should not be used to determine grades or evaluate the trainees. They should only be used to find out what students know and what they don't know. The questions you raise in this type of meeting should be oriented toward appreciation of the material you've recently covered.

The three types of classroom meetings increase trainee involvement in the instructional process. The meetings prove to be interesting to both instructors and trainees. They help the trainee see the relevance of the related subjects curriculum and bridge the gap that often exists between education and work. Trainees become motivated when they see that what they are learning does have applicability to real life situations. The meetings also provide an opportunity to develop and demonstrate responsible adult behavior, for example, sharing opinions within a group, that improve the trainees' confidence. Without doubt, class meetings such as these described here can add much to your apprenticeship related instruction program. The class meeting is an effective strategy for prevention of behavior management problems through perceived relevancy and involvement.

Procedures required to initiate and maintain class meetings include the following:

1. Class meetings should be brief, 20 to 30 minutes.
2. Meetings should be held on a regular basis, once a week being the minimum.
3. The preferred seating arrangement is a circle, with the instructor sitting in a different spot each meeting.
4. Subjects for open-ended discussions may be introduced by the instructor or by trainees in the class.
5. Social-problem-solving meetings should not be allowed to become repetitive, discussing the same problems or persons over and over again.
6. Make sure everybody has a chance to speak when they have something to say. Encourage trainees to politely wait for an opportunity to talk.
7. Model respect for the trainees' expressions of personal feelings and opinions.

Example

Miranda Mireau is a related subjects instructor in a LJATC sponsored apprenticeship program in the building trades. All related instruction for LJATC's in the county is offered through the community college where Mireau works. Further, all related instruction contributes toward the apprentice earning an associate of arts degree from the college. Related instruction therefore, is organized in class units of apprentices who meet regularly. Further, all first-year apprentices are in the same group; the same situation holds for second-, third- and fourth-year apprentices. This also means that all first-year apprentices, regardless of their trade or craft, attend the same related subjects instructional class. Further, it means that there are great differences within the group of first-year apprentices in terms of prior schooling, work experiences and ability. More important, Mireau knew from experiences conveyed to her by others who had been related subjects instructors in the program in past years that the diversity often gave rise to some behavior problems because the apprentices shared relatively few expectations for what related instruction was all about.

Mireau was a successful local carpenter who had completed her apprenticeship in the armed services. She was aware of typical behavior among construction workers and apprentices, and as a general contractor in the town, had a thorough knowledge of the construction business. She decided that the key to behavior in related instruction was to prevent circumstances that might cause problems. Therefore Mireau followed a step-wise procedure much like that outlined in this unit of materials. First, she thought about her trade as well as the related subjects class and decided what behaviors she wanted to prevent and what behaviors she wanted to encourage. From an original list of about twenty concerns, she selected eight critical behaviors and wrote one rule to govern behavior about each. She was careful to state as many of the rules as possible in positive rather than negative terms. She formalized the rules into a typed list that she distributed to each apprentice at the first class meeting. As she distributed the list, Mireau discussed and answered questions about each rule in order to ensure that everyone understood every rule. She also related what she anticipated the consequences for infractions would be. The rules that Mireau developed were:

1. All apprentices will be at their learning stations within two minutes of the beginning of class time.
2. All apprentices will take breaks during related subjects instruction activities no more frequently than every forty-five minutes.
3. Apprentices will work on learning activities and tests individually unless otherwise directed.
4. Apprentices will remain in the instructional area continuously throughout the related subjects instruction period.
5. Swearing or boisterious discussions will not be tolerated.
6. If conflict erupts between individual apprentices, it will be settled outside the related subjects class time and area.
7. Late assignments will be excused only one time during each term.
8. Only one absence from class will be excused.

In addition to the rules, Mireau established two other mechanisms to help establish productive routines. First, she established a nightly class schedule for each group of apprentices in the class. The schedules included assignments, exercises, break times, and so forth for carpenters, brickmasons, roofers, glaziers, plumbers and electricians. Second, she established a schedule of meetings at the end of the class session throughout the term for groups of apprentices (by trade) to voice their feelings and concerns about the related subjects experience. Having taken these steps, Mireau proceeded confidently in her teaching responsibilities.

Additional Information

For general information about the control and management of students, refer to the following:

W. J. Gnagey. *Maintaining Discipline In Classroom Instruction.* New York: Macmillan, 1975.

P. S. Mamchak and S. R. Mamchak. *The New Psychology of Classroom Discipline and Control.* West Nyack, NY: Parker Publishing Co.; 1981. More information on the three types of class meetings can be found in: W. Glasser. *Schools Without Failure.* New York: Harper and Row, Publishers, 1969.

Self-Test Exercises

Please answer the following questions based upon the materials you have just read. Check your answers with those provided in the Appendix.

1. List the steps or procedures suggested as means to prevent class disruption.

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
   6. _____

2. Consider your trade or craft and your related subjects instructional situation. Develop a list of rules or concerns for your instructional setting.

3. Enforcing rules in a fair and consistent manner is an important aspect of behavior management. There are serveral "rules of thumb" one should follow. Review the list below and place a check beside the ones which you think are appropriate. Place an "X" beside those which you think do not apply.

   ____ a. Once you set your rules and decide on your techniques for enforcing them, don't change them for anything. Eventually, everybody will come around to them.

   ____ b. Intervene quickly and consistently.

   ____ c. In reprimanding a trainee for not following a rule, you should also indicate what the appropriate behavior is or what the trainee should do.

   ____ d. Make sure the punishment fits the crime and the reward the accomplishment.

   ____ e. Don't ever compromise, even when something you've done has contributed to the problem.

4. Read each of the following scenarios and indicate in the provided space the appropriate and/or inappropriate behaviors of the apprentice instructor.

   a. The instructor broke up a fight between two apprentices during a class break and reprimanded both individuals. In stopping a different fight several weeks earlier, he placed the instigator of the fight on probation. Appropriate or inappropriate? Why?

   b. The instructor interrupted his demonstration of the use of a drill press to remind apprentices that time sheets would be due at the next related subjects meeting. Appropriate or inappropriate? Why?

   c. The instructor did not believe in rules and created them only as the situation caused them to be necessary. His related subjects class was open-entry, open-exit with a new apprentice joining the class about once a month. Appropriate or inappropriate? Why?

5. Three types of class meetings may be used as part of the preventative approach to behavior management problems. They include the (1) social-problem-solving, (2) open-ended, and (3) educational-diagnostic. What are the major purposes for each of these types of meetings?

   1. _____

   _____

   1. _____

   _____

   1. _____

   _____

6. Which of the following statements about class meetings (i.e., social-problem-solving, open-ended, and educational-diagnostic) are true?

   a. The instructor should model respect for trainees' expressions of personal feelings and opinions. True or False?

   b. Class meetings should be held at any time, whenever the need arises or a problem comes up. True or False?

   c. In a class meeting, the prepared seating arrangement is a circle, with the instructor sitting in a different spot each meeting. True or False?

   d. Class meetings can be fairly lengthy, lasting several hours if a real serious problem comes up. True or False?

   e. Subjects or topics for open-ended discussions may be introduced by the instructor or by apprentices in the related subjects class. True or False?

3. Skill: Handle Disruptive Behavior And Conflict Actively And Appropriately

Introduction And Objectives

Apprentices learn best when there is little disruption in class and when there is continuity across activities and instruction. This enables trainees to concentrate on the subject matter under consideration, to understand what kinds of expected behaviors are required of them, and to establish a regular routine of productive work. Usually sometime during a related subjects term, you as an instructor will have to deal with some disturbance, conflict, or problem in the instructional setting. When that time comes, you must have a number of techniques or procedures to use as the situation warrants. This chapter is about procedures you can use to keep or to restore order. When you have completed your work in this unit you will demonstrate your competence by being able to:

1. Identify problems and potential problems in the instructional setting;
2. List and discuss procedures that might be useful in overcoming problem behavior; and
3. Suggest specific useful remedies for particular problem situations.

As you read the materials, try to remember behavior problems you have experienced in related subjects instruction. How were the problems resolved? Would other means have been more or less successful?

When And Why To Use The Skill

Control of the instructional situation is critical to effective learning. However, for your management strategies to work, you must ensure that all apprentices know the rules, understand the need to obey the rules, and realize the consequences of rule infractions. This means that, as an instructor, you must state your rules clearly and reference them in an equitable, consistent, and precise fashion. You must deal with misconduct and rule infractions, even if you decide to do so in unconventional ways. Further, you must use instances of misconduct as a learning situation for all apprentices in your charge. The following discussion describes a series of techniques or approaches that you may find helpful as control mechanisms when and if problems occur. Unlike the procedures focused on prevention listed in the previous chapter the techniques listed in this unit are procedures you might use primarily to neutralize potential problems or to respond to conflict or inappropriate behavior in the instructional setting. They are not listed as steps, but rather as several distinct procedures. Remember that the techniques can be used effectively in combination.

How To Use The Skill

As you address issues of potential and actual misconduct, remember the following general ideas about your own conduct:

1. Respond to trainees in a friendly, firm and consistent manner.
2. Keep a record of procedures or techniques that work, as well as the circumstances surrounding their use for future reference.
3. Make positive use of mistakes—both yours and those of apprentices.
4. Keep your main goals in mind and do not be distracted by relatively meaningless occurences.
5. Take advantage of points of strength among trainees as a way of relating to the apprentices and building their confidence in their own abilities.

Consider using the following techniques for dealing with potential problems in the training setting:

Recognizing and Reducing Potential Problems

Preventive techniques include structuring and organizing the instructional setting so that problems do not get started and techniques that deflate or reduce potential problem situations. In the previous chapter, general strategies, approaches and techniques were described that could be used to ensure a smoothly operating behavior management program. In this chapter, more specific strategies are presented that are also prevention oriented, but which are to be used after you've noticed a potential problem emerging. These procedures can effectively handle a potential problem or one that is developing but has not reached a high

level of intensity. Remember that you can use the different techniques quite effectively in combination.

1. *Provide Structure*—Much restlessness and dissatisfaction about related subjects instruction can be reduced by providing a more structured atmosphere in which the expectations and responsibliities of all parties involved are carefully expressed and discussed. By constructing and following time and activity schedules, distractions, disruptions and potential disruptions are reduced. Be sure to follow the proposed structure. Establish a steady, well-organized pace for learning and a productive routine for work.

   Speak and Act Authoritatively—Use short sentences with emphasis on verbs when giving directions. Cite evidence or examples to support points you want to make. Do not accuse, but rather state things as a matter-of-fact. (If you do not know something, say so and demonstrate how to find out). Be sure to use your eyes, voice and body in giving directions, instructions and commands. The appearance and fact of interest are effective means of enforcement.
3. *Model*—Behave in a manner that demonstrates the behavior you desire. This is termed modeling behavior and is one of the most effective ways people learn. You and older apprentices behave like journeyworkers and demand that apprentices do so also. This is particularly useful to teach rules and information such as use, care and storing of tools and equipment, as well as desired attitudes and motivations.
4. *Planned ignoring*—This technique is useful when you recognize that the behavior is being used for its "goading value" and will likely stop if you ignore it.
5. *Signal interference*—You signal to a trainee who may be going off-task or who is just about to do something out of order by waving a finger or making a slight frown. This makes the individual stop and think about possible consequences before they act.
6. *Proximity control*—Just as you slow down while driving if a police car is following behind you or traveling beside you on the road, trainees are more likely to stay on-task if you are in their immediate area. Be sure to circulate, move about the room, and stand in those areas where potential problems may be developing.
7. *Involvement in interest relationships*—Engaging a trainee in a discussion about a topic of interest helps to subvert boredom and increases motivation.
8. *Humor*—Skillful and timely use of humor can be helpful in diverting problems and in allowing a trainee a face-saving out when there is tension build-up.
9. *Hurdle help*—This means providing on-the-spot assistance to a trainee who is becoming tense and frustrated with a task, for example, trying to solve a math problem.
10. *Interpretation as interference*—You can help a trainee understand the meaning of a situation which he or she has misinterpreted. Sometimes this may involve misunderstanding something that you've done as the instructor or something done by another trainee.
11. *Direct appeal*—Sometimes an honest appeal, "Hey, I'm really tired. Let's cooperate!" is sufficient in stopping problem behavior, particularly when there is good rapport between you and your trainees.
12. *Regrouping*—Making temporary changes in a group can reduce friction among members.
13. *Restructuring*—Be ready to abandon an activity, no matter how appealing you may think it is, when it is not being well-received by your trainees.
14. *Limiting space, equipment and tools*—If you see that a piece of equipment or a tool may be distracting, you may want to remove it from the instructional setting.
15. *Permitted release*—Sometimes an individual trainee may become frustrated or tense and need time away from the classroom situation just to cool off. You can do this indirectly, for example, by having the trainee run an errand for you. Also, you may allow trainees to remove themselves from the situation—take a break—when they realize they're getting frustrated and may be losing control.

When something occurs in the instructional setting that is disruptive and clearly inappropriate, you must act promptly to control, defuse or manage the situation. You are advised to consider, plan and use one or more of the techniques described earlier for most situations. From experience, certain actions by instructors have been demonstrated to be useful in curbing and eliminating inappropriate behavior. These actions are:

1. Do not harp or dwell on the mistake, problem or inappropriate behavior. Too much attention serves to reinforce the negative behavior while obscuring the desired behavior. Further, the more attention given to the inappropriate behavior, the longer the disruption of learning activity.
2. Even though you must not dwell on the problem or inappropriate behavior, you do need to note the problem and to point it out very specifically, both to the offender and to other apprentices who may be affected. In your efforts to identify the problem, you must carefully and specifically point out: (a) the offender; (b) the offense; and (c) the more appro-

priate behavior or alternative. Specificity and clarity are the keys. Further, by pointing out the appropriate behavior as well as the problem, you help to establish a positive outlook and decrease the inappropriate behavior of others.

3. In specifying the offense and the desired behavior, make some mention of the task that was supposedly being performed, the consequences of both inappropriate and appropriate behavior in that situation and in a larger sense. You must make the apprentices aware that they earn the consequences of their actions. Your behavior, like that of an employer, is not arbitrary in regard to offenses, but rather is carefully considered, calculated and consistent. In general, if you link the offense and the task and if you try to match the offense and the consequence, you will decrease frequency and magnitude of inappropriate behavior.

Dealing with Defiant Trainees in an Instructional Setting

Sometimes related subjects instruction seems very similar to formal schooling to apprentices; some apprentices have had bad experiences with prior formal schooling. Occasionally these two factors interact to create a situation in which one or more apprentices may be unenthusiastic or even defiant in regard to related subjects instruction. This situation leaves you as the instructor in an awkward position. The sponsor expects you to provide training in certain subjects in a related instruction setting that might resemble a school, while the apprentice expects the training to be highly job specific and more like work than school. Further, frequently the subject matter and materials are such that they can best be taught in a traditional school-type setting.

Given these facts, several ideas are offered as procedures for dealing with defiant learners. As you read the suggestions and use them in your instructional setting, remember that in most cases of defiant behavior, you are not the target of the learner's hostility in any personal way. You merely are convenient and perhaps a reminder of some prior uncomfortable experience. The suggestions for dealing with the problem behaviors are:

1. If the disturbance is an outburst that you can ignore, do so the first time that it occurs.
2. If the offense recurs or if you cannot ignore the behavior, isolate the learner as quickly as possible. Return other apprentices to their work.
3. After ensuring that other apprentices are working effectively, turn your attention to the offender in private.Remember to focus on offender, offense, appropriate behavior and consequences. Respond calmly and firmly.
4. If the inappropriate behavior is stopped, return the apprentice to the instructional setting. Continue your instructional efforts as if nothing had happened. If necessary, discuss the problem with the group of apprentices. If not, assume the problem was an isolated incident.
5. At another time, talk with the offending apprentice to determine and resolve the cause of the behavior.
6. If problems persist, consider an approach that is exactly the opposite as the response that might be expected. In fact, best results occur when you instruct the learner not to change from the inappropriate behavior. Often persons exhaust themselves trying to do exactly what they have been doing and slip toward the desired behavior.
7. Most frequently, inappropriate or disruptive behavior occurs either from not understanding rules/directions/instructions *or* from frustration about something. In the latter instance you may be able to help by assisting the student with problem-solving. Consider several steps in the problem-solving process. First, identify the problem behavior by focusing on "what" as well as "why." Once the behavior has been identified and noted, ask the learner to evaluate the effectiveness of the behavior in regard to the task at hand. Next assist the apprentice to suggest more appropriate action or behavior. Secure an oral or written commitment from that apprentice for the suggestions. Lastly, accept no excuse for continued inappropriate behavior; follow through on the agreed consequences. These steps are discussed more fully in the next section.

*Problem Solving**

Problem solving with apprentice trainees is an effective method for dealing with disruptive behavior or inadequate performance in the classroom. However, because apprentices are adults, emphasis must be placed on mutual problem solving between you the instructor and the trainee. Through problem solving, apprentice trainees not only

* The model for problem solving presented here is adapted from several approaches that have been used successfully. These include the "Reality Therapy" approach developed by Dr. William Glasser, a behavioral counseling approach formulated by Dr. Vernon Jones, and the technique of Life-Space Analysis presented by Drs. Stanley A. Fogen and Leonard J. Guedalia. References for these sources are listed at the end of the chapter.

become more responsible in their behavior, but they also learn a strategy which they can use in future situations. There are six steps which you can follow to improve problem solving.

Step 1: Get Involved with Apprentice

The first step emphasizes involvement. There must be involvement between you as the instructor with the trainee. You must be warm and personal and willing to get emotionally involved with the trainee around the problem. Just as important is the need for the trainee to perceive you in this way. Otherwise, there will be reluctance to engage in problem solving. Not that it can't be overcome; it just makes starting the process more difficult. Specific suggestions for developing such a relationship are presented in Module #10 which concerns issues related to communicating with apprentice trainees.

Step 2: Develop an Understanding of the Behavior

The next stop in the process focuses on specific behaviors, and consideration of what is contributing to them. An individual's behavior is affected by his feelings and perceptions and also by reactions and consequences that result from that behavior. In a problem situation, understanding of factors operating on the individual will help to better clarify the situation and identify possible avenues for resolution. One way to understand behavior is to look at an apprentice's perceptions of a situation and his or her feelings about it. Then look at others' reactions to and consequences of behavior and their effects on the apprentice's feelings. For example, consider an apprentice who is starting his training program at age 32, quite a few years older than the average ages of apprentices in his trade. His feelings and perceptions and the consequences are analyzed in Figure 3.

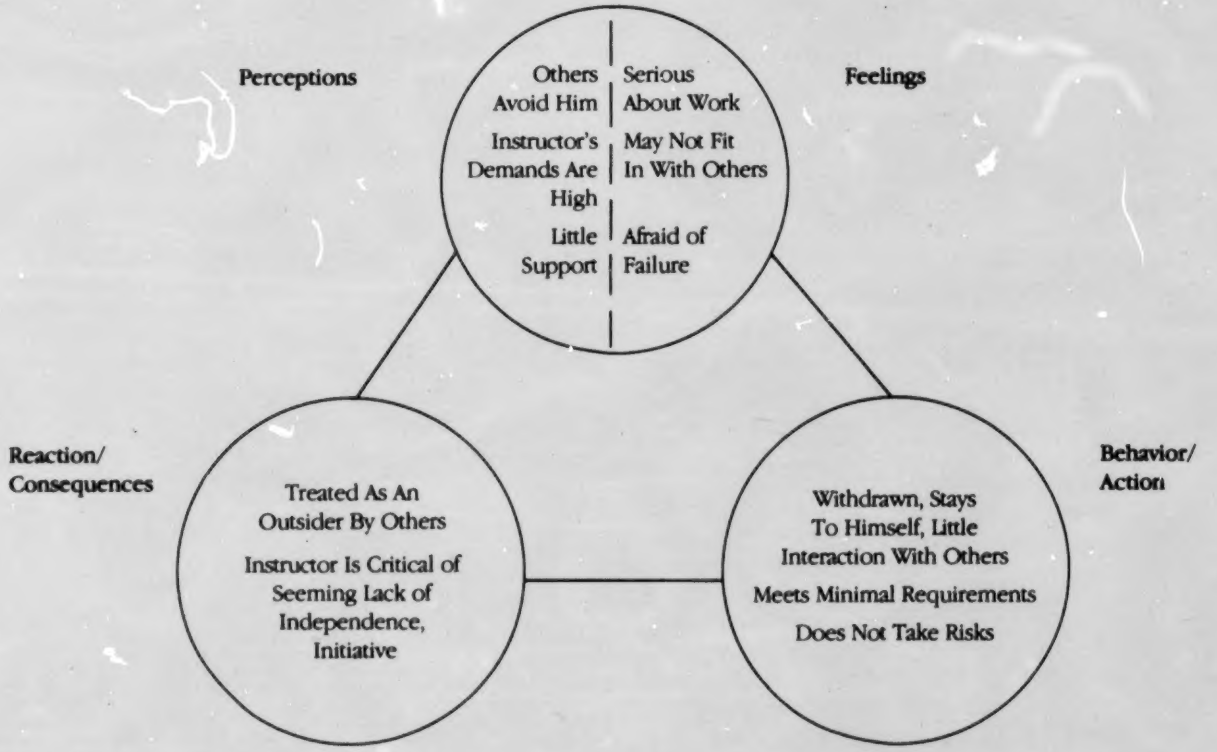


Figure 3. Apprentice's Behavior

In the example, the apprentice may become more withdrawn over time as this negative cycle continues. The more he withdraws, the more he is avoided by other apprentices and he may receive more criticism from the instructor. This could lead to his dropping out of the training program, exploding one day with a burst of pent-up hostility and anger, or continuing to function below his capability. Through discussion and counseling with the trainee, you want to gather the information necessary to understand the trainee's feelings and perceptions, related behavior, and the environmental reactions and consequences. You also want to make sure that the trainee is gaining a better understanding of these as well. An important aspect of this step is to help the trainee see how his or her feelings affect behavior, how his or her behavior may lead to trouble or bring negative reactions from others. This reinforces the trainee's perceptions (which may be wrong) and makes her or his feelings worse.

Step 3: Help Apprentice Evaluate Behavior

Step three occurs after you and the trainee have been able to put together the information needed to analyze the behavior and develop an understanding of how things relate to each other. Once this understanding is there, the trainee can be asked to evaluate the results of his or her behavior. "Did this behavior help you?" "Did this behavior help other people to understand you better?" The trainee must make a value judgment at this point about his behavior. Be sure you don't let them off the hook on this. From this evaluation comes a recognition of a need to change their behavior and a commitment to do so.

Step 4: Help Apprentice Plan for Change

Step four involves the development of a plan of action or strategy to resolve the conflict. What can be done about it? Three genral strategies are open to the trainee: (1) change behavior, (2) change perceptions and feelings, or (3) modify the environmental reactions and consequences. In the earlier example, the apprentice trainee could modify his feelings about not fitting in and being afraid of failure. He could focus on changing his behavior, interacting more with the other apprentice trainees and taking part in program ativities. Changes in environmental reactions and consequences may include more instructor encouragement and less criticism. An intervention plan could focus on one or more of these areas. A plan may range from something simple to something complex. It may involve only one person (the trainee) or it may involve several. The key concept within this step is that the trainee play a major role in developing the plan. Your role is to provide suggestions or ask critical questions concerning the plan, but the plan must be developed and accepted by the trainee. The plan may be informal or formal, verbal or written. A particular type of a formal, written plan is a *behavior contract* which specifies the behavior changes and consequences. The behavior contract is described in detail in the next section.

Step 5: Implement the Plan

Whether the plan is informal or formal, verbal or written, it must be implemented if it is going to be of any value. The trainee must have a commitment to the plan. Responsibility for implementing the plan rests with the trainee. You, as the instructor, while being supportive, should not accept any excuses if the plan fails. If the plan isn't working, then you should emphasize that the plan may need to be re-evaluated and modified, or another plan devised. Avoid being punitive when examining an unsuccessful plan. Place emphasis on the behavior and the trainee's responsibility.

Step 6: Evaluate the Plan

Determine a specific time, place and procedure for discussing and evaluating the results of the plan. Periodic checks to see how the plan is working as well as a final assessment and evaluation are important. Check periodically on progress to support and reinforce the apprentice's efforts. Your final assessment will show how well the implementation plan worked out.

Behavior Contracting

Contracting is a way of formalizing a plan of action to deal with a problem behavior or situation. The contract involves at least two or more persons and indicates the manner in which one or more of the persons will behave in a given situation. Some type of a reinforcement activity or reward is contingent on the person or persons meeting the terms of the contract. Contracts may be used to deal with apprentices' academic or social behavior.

The major components included in a contract are:

1. The goal of the contract. This is usually based on the reasons for developing the contract.
2. Specific behavior the trainee must demonstrate.
3. Reinforcement activities or rewards.
4. Time dimensions—how long the contract will be in effect.
5. Monitoring responsibility. This usually involves the instructor but should also involve the apprentice trainee.
6. How and when the contract will be evaluated.

Behavior contracts may be written in a variety of shapes and forms, as long as they include the six components

listed above. An example of a written contract is presented in Figure 4. Keep in mind that it is not necessary to always have a written contract. Verbal contracts are often appropriate, especially for adults, and when the contract is based on social and self-reinforcement. Since verbal agreements are a more common occurrence in everyday life, use such agreements whenever possible.

Establish and Use Procedures for Removing Learners

Most registered programs have a formal standard procedure for removing an uncooperative or incompetent apprentice from related subjects instruction as well as the entire apprenticeship program. Review the process if it

Figure 4. Example of a Behavior Contract.

Name: _____ Date: _____

Designed by: _____

Problem: Absenteeism, tardiness, missed assignments, incomplete assignments.

Behavioral Definition: Mr. Jones has been in the apprentice program for one and one-half years. Over the past six months, his performance in the related instruction classes has deteriorated. He has been absent from class on 10 occasions, marked tardy on 12 other occasions, failed to turn in his work on four assignments, and has turned in 6 other assignments which were unacceptable because they were not finished. The problems have become chronic, and unless there is significant improvement, Mr. Jones may be terminated from the program. He has been placed on "probationary status."

Goal: Robert C. Jones has decided that he wants to improve his performance and class attendance over the next three months to the point where he has no more than two tardies, no absences unless legitimately excused, and at least a 90% level of completion and submission of assignments. The appropriate behavior that he will exhibit will include:

1. Regular class attendance
2. Being on time for class
3. Completing assignments
4. Submitting completed assignments when due

Monitoring: Robert Jones and Mr. Cartwright, the related subjects' instructor, will meet every two weeks during the next three months to review Robert's attendance record, reporting for class on time, and completed assignments.

Time: This contract will be in effect for a period of three months, beginning August 1, 1982 and continuing to November 1, 1982.

Reinforcement: If Robert Jones has perfect class attendance (except for legitimately excused absences), is tardy no more than 2 times, and completes and submits 90% or more of class assignments, then Mr. Cartwright will write a letter to the company superviros and recommend that Mr. Jones' "probationary status" be removed and that he be reinstated fully in the training program.

Evaluation: At the end of the three-month period, on October 29, 1982, Mr. Cartwright will review the attendance records and assignments completed by Mr. Jones to determine if he has met his behavioral goals.

I understand the purpose and provisions of this contract and intend to perform in such a manner that the goals of this contract will be met.

Signed _____ Robert C. Jones

Signed _____ Doug Cartwright

exists so that if you must use it, you do so exactly as prescribed. If no procedure exists, work in conjunction with the sponsor to establish such a procedure. It should be written out as a series of steps that must be followed exactly when dismissing an apprentice. Apprentices must be informed of the process. Among the elements you should consider in developing a dismissal procedure are the following:

1. What behaviors or offenses, or combinations thereof are sufficient for dismissal? These can be written as rules and might include such items as attendance specifications; competence levels; and limits to disruptive, abusive or conflicting behavior. The rules must suggest the seriousness of various offenses as well as the cumulative nature of the items.
2. How are serious offenses to be reported and compiled? There must be some standard way of noting, compiling and reporting inappropriate behaviors that are included in the dismissal category. Perhaps you will send a letter to the sponsor or perhaps you will note the problem on a form placed in the apprentice's file and signed by the apprentice.
3. How will the sponsor and the apprentice be informed about the existence of the problem? Will a letter, conference or hearing be used to inform all parties of the problem?
4. By whom, how and when will the charge of the offense and the evidence be reviewed? Perhaps a panel of journeymen, the employer or the sponsor will hear the charges and decide on the issue of dismissal. You also must indicate the time frame during which the review process will occur and procedures to be used in the review.
5. How will the decision be rendered, when and by whom? The procedure must explain each of the factors.
6. How can an appeal be registered, evaluated and decided upon? If an apprentice feels that he/she has been treated unjustly, the procedure must explain how the apprentice can seek redress. It must specify who will hear the request and the grounds or criteria upon which such a request will be decided. In addition, the condition and procedure of reinstatement must be noted.

A Reminder

Remember, the most effective control procedures are preventive measures that you undertake to anticipate and eliminate situations in which problems might arise. You must anticipate what might go wrong and prevent it from happening. Usually, if you establish and explain rules carefully, respond to situations with consistent, equitable treatment, and create a productive work routine, you will tend to eliminate situations before they become problems.

Example

Carl Lopez was a new related subjects instructor in a building trades apprenticeship program run by a group of local employers. Related subjects were taught under employer supervision at the local area vocational-technical school. Lopez was hired about half way into the year's term to take over a situation with problems. Before Lopez was hired, the related subjects program had been characterized by absenteeism, conflict among groups of apprentices by trade, and general refusal to do work. When Lopez took over, he used many of the procedures outlined in this chapter as well as those noted in the previous chapter. First, for example, Lopez, in conjunction with the employer and the apprentices, established a set of rules to govern behavior in the related instruction setting. The rules were few, critical and stated in positive terms. They emphasized appropriate behavior. Rules were discussed, clarified and formalized. Further, they were combined with a formal procedure for dismissal of offending apprentices.

Lopez also set up a mechanism called a "gripe box" where apprentices could express concerns, complaints and problems. All notes were addressed in class using problem-solving, without mention of which apprentice had registered the complaint. Within the instructional setting, Lopez concentrated on establishing a productive work routine. He set up a structured environment of expectations about amount of work done, cut down on distractions, individualized instruction and began to deal with offending apprentices one at a time outside the instructional setting. Taken together, these procedures eliminated many potential problems before they became class disruptions. Only one apprentice had to be dismissed; even the dismissal was used as a learning experience for other apprentices. Within two months, Lopez had no more major problems with the class.

Additional Information

For more information on dealing with inappropriate behavior, the following reference is suggested:

K.D. O'Leary and S.G. O'Leary. *Classroom Management* New York: Pergamon Press, Inc., 1972.

Glassen, W. *Schools Without Failure.* New York: Harper & Row, 1969

Fagen, S. A. and Guedalia, L. J. *Individual and Group Counseling: A Competency-Based Manual for In-Service Training.* Washington, D.C.: Psychoeducational Resources, Inc., 1977

Self-Test Exercises

1. List briefly at least three general ideas that can be used to address behavioral problems in the instructional setting.

2. Outline the critical factors to be addressed in a general response to problem behavior.

3. Read the following scenarios and suggest how you would respond to each to establish control:

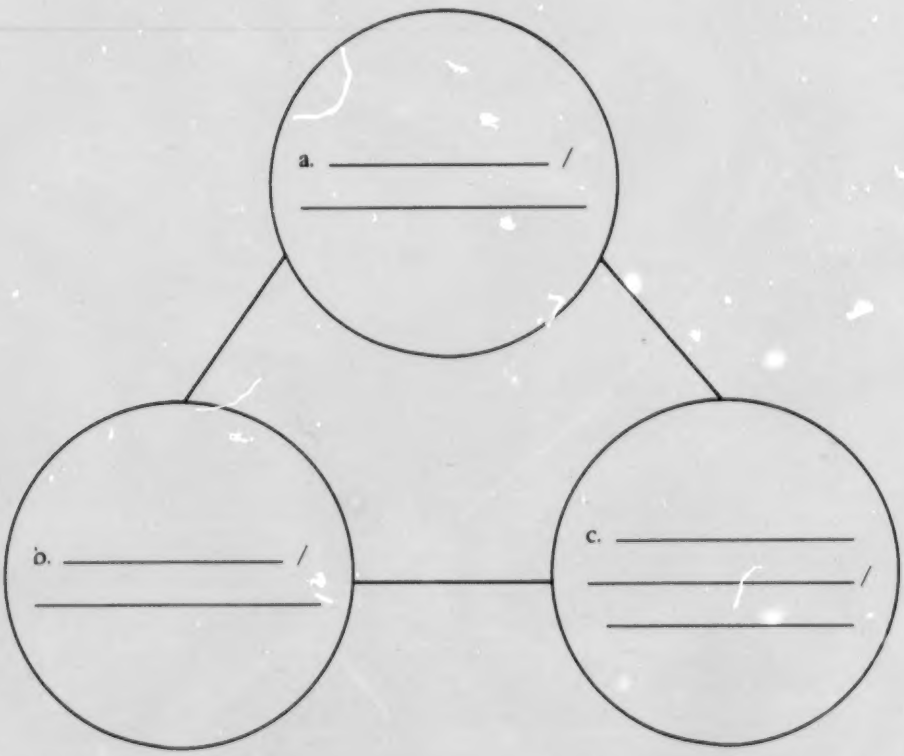
   a. An apprentice continually grumbles about all instructional activities in the class setting and rarely does what is asked.

   b. Many apprentices are easily distracted and seemingly look for reasons not to complete their instrucitonal tasks.

   c. Several apprentices habitually use inappropriate language.

   d. Frequent absence and/or inattention to related subjects is typical behavior of several apprentices.

4. In the second step of the problem-solving procedures, *Develop an Understanding of the Behavior*, there are three major areas that need to be clarified. Fill in the areas which are described in a behavior analysis in the diagram below:



5. A behavior contract may be verbal or written. Either way can be effective provided that six major components are included. Three of the six are listed below. Add the other three.

   a. The goal of the contract.

   b. _____

   c. Reinforcement activities or rewards.

   d. _____

   e. _____

   f. How and when the contract will be evaluated.

4. Appendix

Answers To Self-Test Exercises

2. SKILL: Formulate and Communicate Acceptable Standards of Behavior and Maintain Control in an Atmosphere Conducive to Learning

1. Steps to prevent disruption:

   a. Determine types and limits of behavior
   b. Write out rules
   c. Compile and present rules list
   d. Enforce rules in consistent, equitable manner
   e. Establish productive work routine
   f. Establish forum for expressions of concern/feeling

2. Have you addressed these when considering setting rules: conflict, property, anger, movement, dress, speaking, response to directions, punctuality, and situations where no rules exist?

3. Instructor behaviors in all of the scenarios are inappropriate. Reasons you should have listed are:

   a. Inconsistent behavior
   b. Fragmentation and distraction on breaking up work routine
   c. No way of transmitting rules to ensure that everyone knew and understood them

4. The purposes of each of the three types of class meetings are:
   a. Social-problem-solving: develop appropriate social behavior among trainees and problem-solving skills.
   b. Open-ended: increase trainees' perceived relevance of the related instruction.
   c. Educational-diagnostic: evaluate whether or not the teaching has been effective.

5. 1. social-problem-solving: social behavior problem-solving for individual and group behavior.
   2. open-ended: interesting and stimulating discussions related to the curriculum.
   3. educational-diagnostic: evaluate effectiveness of teaching.

6. a. True
   b. False
   c. True
   d. False
   e. True

3. SKILL: Handle Disruptive Behavior and Conflict Actively and Appropriately

1. Approaches for addressing behavioral problems:

   a. Speak/act authoritatively
   b. Provide structure
   c. Model
   d. Do the unexpected
   e. Problem-solving

2. The general response to problem behavior:

   a. Do not dwell on problem or disrupt the routine
   b. Identify precisely offender, offense and appropriate behavior
   c. Discuss consequence of inappropriate and appropriate behavior for tasks at hand

3. Suggested responses to behavioral problems:

   a. Treat as defiant learner (dismiss from program eventually, if necessary)
   b. Establish productive work routine
   c. Do the unexpected
   d. Establish and use dismissal procedures

4. a. Perceptions/Feelings
   b. Behavior/Action
   c. Enviornmental Reaction/Consequences

5. b. Specific behavior the trainee must demonstrate
   d. Time dimensions—how long the contract will be in effect.
   e. Monitoring responsibility.

Posttest

***Directions**: Read the following questions and write your answers in the spaces provided. Check your answers with the suggested answers that follow the questions. If you answer at least 70 percent of the questions correctly, continue your work in Module #9. If you get less than 70% correct, repeat the sections of this module with which you had greatest difficulty.*

1. Which of the following items is *not* a reason why you must establish and use a set of rules?

   a) Apprentices will have different understandings and expectations for appropriate behavior and responses in related instruction.

   b) There are rules in all settings—work, organizations, class and so forth.

   c) The variety of apprentice backgrounds, customs, values and traditions will lead to differing behavior in related instruction.

   d) Rules for apprenticeship are standardized across industry and trades.

2. Read the following rule and point out its limitations.

   Don't come to related subjects unprepared.

   Problems: a) _____

   b) _____

3. When compiling and presenting rules, which of the following items is the best idea for dealing with the rules?

   a) Distribute and discuss rules with each apprentice.

   b) Compile items onto a list that you post and discuss once, as related instruction begins.

   c) Discuss rules only when infractions occur.

   d) Require apprentices to explain rules to new apprentices so you do not have to do so.

Read each of the following scenarios and suggest either the problems the instructor is experiencing in establishing and explaining rules or recommended solutions, depending upon which is required in the problem.

4. Lee Wilson always seemed to have restless trainees in his related instruction class. Apprentices expressed dissatisfaction with the content even though Wilson worked to make it trade specific. Further, even though Wilson tried to vary his methods of presentation and used pretty good materials, the trainees often seemed confused. When a fellow related instructor observed Wilson's class at Wilson's request, she noticed the following clues to the problem: (a) Wilson had rules for behavior that the apprentices understood and observed; (b) Wilson's class usually dealt with three or four topics per session; (c) Apprentices were encouraged to ask questions at anytime, usually Wilson would stop what he was doing to answer the question; and (d) topics in a single evening often seemed unrelated. What do you suppose was Wilson's major problem? Suggest one strategy that might help him overcome the problem.

   Answer: a) _____

   b) _____

5. Andrea Gale, a related math instructor in a sheet metal training program found herself being ridiculed and avoided by apprentices a week after she had dismissed James Hector from her class for cheating. Gale was confused by the behavior of the apprentices because her class rules stated clearly that cheating was not allowed. She knew that Hector and several other trainees had cheated several times throughout the year. Recently, it has become more obvious and frequent so she made an example of Hector. What would you say had gone wrong with Gales's response?

   Answer: _____

6. Use of class meetings is a sound approach for increasing involvement of trainees and preventing the development of behavior management problems. Identifying the three types of class meetings described in this module and describe the primary purpose of each.

	Class Meeting	Primary Purpose
1.	_____	_____
	_____	_____
2.	_____	_____
	_____	_____
3.	_____	_____
	_____	_____

7. Which of the following statements about initiating and maintaining class meetings is true?

   a. Class meetings generally take up the whole instructional period, especially if the discussion gets heated.
   b. Meetings may be held on an irregular basis, this lets trainees being up problems whenever they occur.
   c. Modeling respect for the trainees' expression of personal feelings and opinions should be done by the instructor.
   d. All of the above are true.

8. In general, whatever verbal response you make as a way to halt and correct to inappropriate behavior in an instructional setting should contain three items. It should indicate (a) who did something; (b) what they did that was inappropriate and

   (c) _____

9. Which of the following items usually is the least useful in the day-to-day operations of preventing behavior problems in related instruction?

   a) Having an established procedure for removing uncooperative apprentices
   b) Treating apprentices in a consistent, equitable manner
   c) Establishing and explaining rules carefully
   d) Creating a productive work routine

10. There are a number of techniques available to the instructor that can reduce or neutralize potential problem situations before they become more serious. List three of these techniques and describe briefly how you would use them.

    a) _____
    _____
    _____

    b) _____
    _____
    _____

    c) _____
    _____
    _____

11. Below are listed the suggested steps in problem-solving with apprentice trainees, but they are not in the correct order. Place a number beside each step to indicate the proper sequence.

    ____ Have trainee evaluate their behavior and its results.
    ____ Become involved with the trainee.
    ____ Develop a plan of action (e.g., behavior contract).
    ____ Implement the plan of action.
    ____ Focus on specific behaviors and what contributes to them (behavior analysis).
    ____ Evaluate whether or not the plan works.

12. Place a check beside each item that should be included in a dismissal procedure for removing apprentices from related instruction.

    a) Standardized procedure for compiling and reporting offenses
    b) List of offenses (and combination of offenses) that are sufficient for dismissal
    c) Indication of how parties involved will be informed that a problem exists
    d) Procedures for reviewing the charge and evidence
    e) Notice of who will make the decision, when, and with what factors in mind
    f) Indication of procedure for appeal

Answers To Posttest

1. d

2. (count as 2 items)
   (a) uses a negative construction
   (b) does not indicate desired behavior

3. a

4. (count as two items)

   Problem: Wilson failed to establish a productive work routine. He got side-tracked, failed to make smooth transitions, an did not relate information to prior learning.

   Solution: Wilson should develop, discuss and follow a schedule of activities for each class.

5. Gale had not enforced the rules in an equitable or consistent manner. Cheating had become commonplace even though she had a rule prohibiting it. She had failed to enforce the rules prior to the dismissal of Hector even though she had caught him and other apprentices cheating in the past. Her behavior injured her credibility as an instructor with the apprentices.

6. 1. social-problem-solving: deal with individual and group social behavior; develop problem-solving skills.
   2. open-ended: discuss interesting and stimulating questions related to the curriculum.
   3. educational-diagnostic: evaluate effectiveness of teaching.

7. c; a. is not true because class meetings are generally brief;
   b. is false since it is recommended that meetings be held on a regular basis.

8. A statement indicating what appropriate behavior was expected

9. a

10. Fifteen specific techniques the instructor can use to reduce or neutralize potential problem behaviors include the following:

    Provide structure
    Speak and act authoritatively
    Model
    Planned ignoring
    Signal interference
    Proximity control
    Involvement in interest relationships
    Humor
    Hurdle help
    Interpretation as interference
    Direct appeal
    Regrouping
    Restructuring
    Limiting space, equipment, and tools
    Permitted release

11. _3_ Have trainee evaluate their behavior and its results.
    _1_ Become involved with the trainee.
    _4_ Develop a plan of action (e.g., contingency contract).
    _5_ Implement the plan of action.
    _2_ Focus on specific behaviors and what contributes. to them (life space analysis).
    _6_ Evaluate whether or not the plan works.

12. You should have checked items a, b, c, d, e, and f. (count as two items . . . 1 correct if you checked as many as 3; 2 correct if you checked all six).